DOCUMENT RESUME

ED 452 354 CE 081 563

AUTHOR Korosak, Maja, Ed.
TITLE LLW-Novicke. Report and Analysis: LLW 2000 (Lifelong Learning Week, October 16-22, 2000).
INSTITUTION Slovenian Inst. for Adult Education, Ljubljana.
ISSN ISSN-1408-676X
PUB DATE 2001-02-00
NOTE 52p.; Zvonka Pangerc-Pahernik in charge of publication.
AVAILABLE FROM Andragoski center Slovenije, Smartinska 134a, 1000 Ljubljana, Slovenia; Tel: 386 01 5842 560; Fax: 386 01 5245 881; E-mail: zvonka.pangerc@acs.si; Web site: http://www.acs.si/llw/about-llw/LLW-novicke.html. For full text: http://www.acs.si/llw/llw-novicke/pdf/LLW-2001-01.pdf.
PUB TYPE Collected Works - Serials (022) -- Reports - Descriptive (141)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Education; Adult Programs; Developed Nations; Educational Attitudes; Educational Needs; Ethics; Foreign Countries; *Lifelong Learning; Literacy Education; Postsecondary Education; Program Effectiveness; *Program Evaluation; *Program Implementation; Second Language Instruction; *Second Language Learning
IDENTIFIERS *Slovenia

ABSTRACT

This five-chapter booklet is a report on Lifelong Learning Week (LLW) 2000 in Slovenia, which included a celebration of the fifth anniversary of LLW and the first International Week--Festival of Learning. Chapter 1 contains one report, "LLW Has a Special Mission" (Olga Drofenik), and Chapter 2 contains these three speeches from the LLW 2000 opening ceremony: "Knowledge without Ethics and Morals Is a Dangerous Good" (France Arhar); "From 'Abecedarij' to Global Lifelong Learning" (Matjaz Kmecl); and "Knowledge Is Not Just Power, It Is a Value" (Zdenko Medves). Chapter 3, "Report on the Implementation of the Project Lifelong Learning Week 2000" (Slavica Borka Kucler) presents an overview and summary of the week's activities and highlights, including preparatory activities, implementation of the main activities, closing activities, and outside help. Chapter 4 is an "Analysis of the Lifelong Learning Week 2000" (Zvonka Pangerc Pahernik), and includes evaluation of providers, events, participants, media support, promotional and information material, promotional material of providers, local authority support, state support, and opinions on cooperation. The final chapter is a short assessment confirming the success of the event and making suggestions for continuing it. (KC)

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In charge of the publication are: Zvonka Pangerc-Pahernik, MSc, head of the Information Center, and Maja Korošak, MA, editor.

Design: David Fartek
DTP: Solos d.o.o.
Print by: Tiskarna Štrok
Translation: AMIDAS, inc.

The publisher's address:
Andragoški center Slovenije, Šmartinska 134a, 1000 Ljubljana

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www.acs.si/llw/about-llw/LLW-novicke.html

Print run: 1.300 copies

ISSN 1408-676X
Februar 2001

TVU-Novičke is informational bulletin of education and learning providers in Slovenia, cooperating in the project of Lifelong Learning Week. The purpose of the bulletin is to provide information on preparatory, basic, accompanying and final activities of the Week, to encourage and coordinate the cooperator of the Week and to enable the exchange of their experiences.

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Chapter 1: LLW has a special mission

The Lifelong Learning Week 2000 was marked by certain special, exceptional events on the local, national and international levels.

On the national level, we celebrated the 5th anniversary of the LLW - there are not many developed countries which can claim a fifth anniversary. We celebrated this special event by publishing (in cooperation with the publishers, Jutro) Karl Ozvald's book *Cultural Pedagogy* ("Kulturna pedagogika"). In his book, dating back to 1927, the author reported the basic concept of the strategy of lifelong learning: "learning in youth is only a major preparation for learning during adulthood... it is not sufficient merely to know something and be able to do something in one's working life, in one's "external profession" as a tradesman, official or doctor, one must also develop an "internal profession, one's self as a person". This idea is revived every year all over Slovenia at LLW events.

We also celebrated the first international Week - Festival of Learning under the aegis of the United Nations Organisation. Slovenia gave a presentation at the opening of the first International Adult Learning Week on 8th September at the Expo world fair in Hanover. Together with other countries we presented the Slovenian LLW with our own promotional material in the foyer of the hall where the opening ceremony was held. Our LLW was also presented in the Slovenian pavilion at the World Fair. UNESCO marked the occasion by publishing a handbook called "International Festivals Guide", bringing together the experiences of previous learning festival organisers from around the world and providing instructions for those who will join the movement in the future. The Slovenian LLW was presented in the handbook.

The speeches given at the opening ceremony of LLW 2000 were also something special: as in previous years, a distinguished expert in the field of education spoke, in addition to a financial expert and an expert from the field of culture. The key point of all three speeches was the concept of learning and knowledge as values and as power; we have to develop and use them responsibly, as a guarantee of equality, personal freedom and the well-being of other people. These are the virtues which distinguish the SIAE award winners for outstanding achievements in their own learning and in enriching their own or others' knowledge. These are also the qualities we are rescuing from anonymity through numerous presentations on the local level and which we promote with the support of the media as examples of good practice among individuals, groups and organisations.

In a new campaign in last year's LLW, "Deputies say YES to learning", we encouraged respected individuals to enrich their knowledge by visiting events in the

areas where they were elected, and through their participation to increase the importance and festivity of, and the response to, the event as a whole; furthermore, their social status gives them the power to create the "learning community".

State support in the implementation of LLW

The Slovenian government has been the sponsor of the LLW project since 1997, thereby demonstrating its principled support for lifelong learning **for all**. Each year it adopts a plan of work and a report on the LLW, and is thus directly informed of the achievements and development of the project. We expect that individual members of the government will recognise the development and promotional opportunities offered by the LLW project to their areas of activity. However, over the last four years, the qualitative leap from routine and formal treatment to substantive cooperation has yet to be taken. Opportunities continue to be wasted for members of the Government to demonstrate moral support to the numerous event organisers and providers by visiting LLW events. This would not only result in increased media attention, it would also demonstrate in deeds and not just in words that they view knowledge as an indispensable value in the construction of the learning society.

Within the context of the work plan of the SIAE, the Ministry of Labour, Family and Social Affairs co-finances the **LLW Project**, while every year the Ministry of Education and Sport has been increasing the financing it provides to individual LLW providers on the local level. The scope of co-financing measured in terms of the number of providers has doubled in just one year, and we view this as an important achievement, although the actual level of funding is still relatively low.

For the first time, the Week received financial support from other ministries: the Ministry of Science and Technology and the Ministry of Economic Affairs jointly financed the implementation of the international adult education colloquium *Literacy, participation and the knowledge society*, while the Ministry of Culture co-financed the *Let's Read with Manca Košir* study circle events within the LLW. Although the amount of funding was minimal, we took it as moral recognition of the planned activity, since the decision to co-finance the event was taken at a time of major budget restrictions.

Looking ahead

The establishment of the celebration of an adult education day/week/festival under the umbrella of the United Nations strengthened and "globalised" the basic mission of the event, which is the promotion of the strategy of lifelong learning. Most other countries dedicate the learning festival to adults, as they

found that the realisation of the strategy of lifelong learning means that priority must be given to removing the deficit in the area of adult education. They estimated that suitable development in the area of youth education requires around 1% of GDP in additional funding (with the greatest need in the area of pre-school education), while removal of the shortfall in the area of adult education requires from 1.3 to 2.7 % of GDP. (Expert Foundations for the National Adult Education Master Plan: 91, Slovenian Institute for Adult Education, 1998).

The Slovenian Institute for Adult Education established the concept of the LLW, in which it promotes the strategy of lifelong learning for all: both areas - youth education and adult education - are linked in LLW events. Only by bringing both together can we realise **learning for all people - at all stages of life** and with **all contents** which enable individuals and nations to develop intellectually, emotionally and spiritually. We will continue to develop such a concept at the SIAE in the future.

The second mission which through the LLW we will continue to develop is overcoming the bias in establishing the so-called four pillars of learning: youth education and adult education are biased - the former tends towards learning "in order to know", while the latter tends towards learning "to know how to work". We want to use the events during the LLW to establish learning "to achieve greater involvement in the community" and "learning to be", that is learning for personal development for independent, rational and responsible behaviour.

The third mission of LLW is to re-evaluate the importance of formal, non-formal and ad hoc learning. Through LLW events and SIAE awards, we illuminate learning practices and events, which show that all forms of learning, in recognised educational institutions, within the family, among groups of friends or people with shared interests, or in the workplace, are essential pieces in the mosaic of lifelong learning.

By organising and implementing the LLW, we also establish:
- the provisions of national policy for the development of human resources, defined in the "Strategic development goals for the labour market up to 2006, employment policy and the programmes for its implementation" and in the "Employment Action Programme in Slovenia for 2000 and 2001" (adopted by the Government of RS, November 1999);
- the provisions of the draft National Adult Education Master Plan (Council for Adult Education, December 2000);
- the obligations of Slovenia as a member of the United Nations deriving from the Hamburg Declaration on Adult Education and the Action Plan for the Future adopted by the world conference on adult education (Theme 2: Improving adult education quality and opportunities, 16/e).

Olga Drofenik, SIAE

Chapter 2: Speeches at the LLW 2000 opening ceremony

Knowledge without ethics and morals is a dangerous good

Dr France Arhar, governor of the Bank of Slovenia

Ladies and Gentlemen, first allow me to welcome everyone and to offer my sincere thanks for inviting me to this interesting environment. I never expected that I would ever be invited to join teachers and professors, that is people on a mission for people. I can recall from my student years Bernard Russell's tract on the teacher's mission. Russell describes the sanctity of this mission in the search for truth, and how deceptive and relative such truth can be. Although it is difficult, we must persist. It is also difficult to find the will if we don't have someone alongside us to encourage us. We do however know how much encouragement we were given by our teachers: our parents and all our teachers from primary school to university.

Today I am frequently asked whether in today's information revolution we actually still need knowledge. Switch on some device or other and everything is available. We are in a way addicted to the written word. Is not the written word some form of contrivance, including for our memory, which distances us from the spoken word, with which a person becomes a person to another person. As Professor Anton Trstenjak said: we are people to each other through the spoken word. The spoken word expresses fear, anticipation and joy, in short it speaks of the person.

I come from a different world, the world of finance, and the question is put to me in relation to free movement, in this case not of the soul, but the free flow of capital, goods and services. Is there not something wrong with this world when we talk about knowledge, if one billion two hundred million people live on a dollar a day? Is there not something wrong if the world is dominated by the 20 percent rich who receive 80 percent of the global income? Is there not something even more wrong today, when we consider the liberal world and social policy and responsibility, that a large corporation taking over another causes 11,000 job losses, while the president of the corporation is rewarded with a huge payoff? I ask you, where is the knowledge, where is the responsibility, where are the limits to such acts? I am convinced that we ourselves are creating this world and that knowledge without ethics and morals, and marketed without legal and ever-valid human norms, is in fact a dangerous good.

The small size of our market calls for us to increase our knowledge, and leads us to a position created by the argument: knowledge allows you to be more equal, and knowledge is the guarantor of your freedom. We know the potential cost of

ignorance, and despite the information revolution there is still a great deal of ignorance. The mission we have for people sets us the challenge of how to make these people more happy. Poverty cannot be driven out with money alone, but it can be defeated with responsible action, help, advice and patience - this is often lacking. We are missing a dialogue with the spoken word, not through some media or other. If we are human to each other in our living words, our actions, then our learning and the transfer of our learning to our environment will be more noble, more mature and more worthy. My sincere congratulations to all those receiving awards. Be an example to others, since actions speak louder than words.

From "Abecedarij"* to global lifelong learning

Dr Matjaž Kmecl

You will likely be surprised when I say that at the present time we Slovenians are celebrating the 450th anniversary of the origins of lifelong learning: at the end of September or the start of October in 1550, the first two Slovenian printed books were published. One was a language primer, a non-school handbook for understanding letters and thereby for acquiring reading and writing skills; shortly afterwards, other primers followed, as well as a range of other, mostly religious, items: primers opened the door to everyone who had learned to read. At that time, nobody asked whether the skill of reading was functional in the modern sense of the word; in all likelihood, readers didn't understand at least half of the catechism, let alone other religious and ecclesiastical texts; but the basic function of the catechism somehow or other worked through reading - readers had in their hands a handbook for faith, and they acted accordingly to the best of their abilities.

It is of course reasonable to assert that reading the catechism, which was our first printed book, is a long way from what we have in mind today when we use the term "lifelong learning"; but mastery of reading and writing, which was connected to the catechism - our entry into the Gutenberg era began with a sort of primer-catechism diptych - contained as a hidden opportunity the limitless research of printed texts and the messages contained therein. The press today remains the basic mediator and propagator of knowledge; the Internet is only its "fast-food" neurotic extension.

Perhaps some ultra-sceptic doesn't believe that Slovenians at the time were driven by the first seeds of lifelong learning, but such a sceptic should look back to Prešeren, and the pre-Prešeren and post-Prešeren times; two hundred and fifty years ago, handbooks were relatively frequently published in Slovenia: on midwifery, cooking, animal diseases, bee-keeping, pests in fruit-growing, wine-

* Abecedarij is one of the first two Slovenian printed books, a non-school handbook for understanding letters.

making, even on chemical protection of vines, silk-production, first aid, potatoes etc.; in 1843 the first newspaper with such contents - *Agricultural and Crafts News* - saw the light of day. Forgive me my lofty words, but the presentations of men who invested their life strength in all these efforts, were not very far removed from something which could be called a "learning society". 250 years ago a whole strategic debate arose as to whether the Slovenian people should become literate and enlightened through aesthetic cultivation or through the propagation of knowledge among themselves - as if the two were mutually exclusive. And so on.

For everyone, this involved the formation of a so-called national identity: not just the systematisation of Slovenian expert terminology and the like - literary historians assert that the most gifted men devoted themselves to this work in the 19th century - but the composition of a strengthened collective, national consciousness. A man who is otherwise intelligent but who knows nothing, and who is constantly told that all his literature doesn't amount to much and that the Slovenian language does not even have a word for the majority of better things, cannot be very self-confident. In a recent issue of Novičke I read an interesting report on the development of positive self-assessment in young people in two Maribor schools: children who think of themselves positively and self-confidently are in a number of valuable characteristics different from children suffering from a lack of feeling of self-worth; in particular these other children persist in trying to escape their own responsibility. However this type of psychogrammaticism cannot be simply transferred to a nation, to a state, to a wider community; some analogies are nevertheless possible or even inescapable; and these say that the visionary investment in education in Slovenia in the 19th century was exceptionally important: not just for various national capacities but more for the more or less "normal" civilisation image of Slovenians. There would probably be even more defeatism, even more running away from one's self (to "Vienna", to "Berlin", "Rome", "Belgrade", and now "America"), even more unpleasant criticism and disputation - the report discussed all of this in connection with the lack of self-trust and self-confidence among young people - if the horizons of knowledge and the need for knowledge in Slovenia in the relatively recent past were not so persistently expanded and established.
Thus for the Slovenian future it is not just formulae, and maxims which are already almost axiomatic and universally valid, which are important: that the scope of much modern knowledge is multiplying in very short cycles and so formal school is no longer sufficient; that the most valuable capital is creative knowledge; that today's global village does not tolerate delay, and that those who fall behind are those with the handicraft mindset, that they know everything once and for all and that others will think for them etc. Slovenians must be better than others, since this can be read even in certain political programmes, must compensate for their lack of numbers with "quality", which should primarily be a creative capacity - with diligence, agility and other such characteristics. This means specifically ceaseless

creation, improvement, updating and functionalisation of knowledge. A simple example of how important this is for so-called national identity is given by the terms used for the innovations which arrive on a daily basis from the wider world. It would be easiest and would not require any special effort in understanding to simply adopt the name together with the object; Slovenians have done this since time immemorial, from German, from Serbo-Croatian, and now from Anglo-American. A Slovenian name is important not just for patriotic reasons, perhaps that least of all, in the modern world it is primarily important as a mark of understanding: the more precisely we understand a particular thing, the more appropriately we will name it. One example worth recalling is the debate over the use of "zgoščenka" for so-called "CD": what the whole discussion showed is that there are many explanations and suggestions. In the end the expert problematic criteria of optical impression won over: "zgoščenka", despite all the professional objections, persisted, based on the simple logic that there is incomparably more information recorded on a much smaller surface, and so it is indirectly compressed. Nevertheless, numerous ideas and concepts arose in the debate.

Considerably more urgent, sensitive and almost full-frontal areas of this sort will open up with the establishment of Slovenian linguistic equality in the European Union, when on a daily basis a diverse range of documents will have to be translated into Slovenian, as well as numerous texts from Slovenian; hundreds of translators will be required, and they will have to constantly build on their linguistic and other knowledge; on them will depend not just the correctness of operations but also the state of the formal and informal identity of Slovenia and Slovenians. Our first modern German-Slovenian dictionary (Cigale) was published by the analogous translation office in the former Austrian monarchy; likewise, the former translation office in Belgrade continuously produced initiatives to clarify various terms. All of this required uninterrupted "learning", of course at the highest level - in thereby in consequence generated an enrichment and distinction of the Slovenian cultural identity.

This is a current example, but its logic applies to Slovenian-dom as a whole. This is another reason why it is very good that we are among the first to be actively and organisationally involved in the global project *lifelong learning*.

Knowledge is not just power, it is a value

Dr Zdenko Medveš, chairman of the National LLW Committee

Distinguished creators of the Lifelong Learning Week 2000, honoured guests. For the fifth year in a row, October has seen events led and coordinated under the title Lifelong Learning Week by the Slovenian institute for Adult Education in cooperation with the National LLW Committee. The promotion of lifelong learning

is an important element of the national strategy in education, and so in May this year the Government of the Republic of Slovenia accepted sponsorship of the LLW.

Lifelong learning has on a global scale become the basic principle of the organisation of a modern approach to education. Lifelong learning has become a theme which can no longer be ignored by any professional meeting on education and by no strategic-development document. The basic message of lifelong learning has grown far beyond what we understood under the terms permanent, standing or continuous education. I will attempt to present my views as to how I understand the principle of permanence of education and the principle of lifelong learning, and their importance for the development of national education in the creation of a learning society. First let me state that both principles are closely intertwined in my presentations, but are not identical.

The lifelong nature of learning can include the permanence of education, and thus is a wider term, since as a planning strategy for education and as a view of education it undoubtedly transcends the division of education into youth and adult periods. This means that despite their inter-connectedness, the principles are still different. We can clarify this by respecting the historical motives or circumstances in which the principles were defined. The principle of permanence of education developed primarily as a basis for contemporary arrangements of the formal education system. Its primary message was that education cannot be a privilege of a particular period of life. In the 60s, when UNESCO established the principle of permanence as its basic strategic orientation, it outlined on this basis a strategy which should extend citizenship rights from education in youth to all stages of life. These ideas have yet to be realised, and so have never died out, not even today, when we talk more of lifelong learning than permanent education. For countries with developed education systems, the strategy is to extend the privilege of public funding for education, which essentially defines the possibility for realisation of citizen rights, from young people to the so-called middle generation - with the most numerous covering the 30-45 age group. Behind this strategy lies a clear awareness that knowledge is power, and that whoever lacks knowledge becomes weak, whether individuals or society as a whole.

However, this is still not a complete attitude to knowledge. Knowledge is not merely power. Lifelong learning provides some more responses to this principle. Let us look at this year's LLW events. For many of them, the question arises as to what sort of power is achieved through the knowledge which the particular event provides. We could be in difficulties here, particularly if we view power in its most crude sense, as a formally achieved level of knowledge or social status. What sort of power will I gain if I participate in the language Internet forums provided by DOBA in Maribor, if I view the art exhibition in Ruše, if I visit the clay design workshop or if I take part in the march from the nursery school around Črneška

Gora and the surroundings; these are just some examples from this year's calendar of events. As a suitable answer, I must pose some other question. Is knowledge really just power, as modern managers try to persuade me? I find a different answer to this question in the work of Socrates: true knowledge is not power but a value. True knowledge is not something which is externally useful, but something which enables the self to grow. True knowledge is thus not that which allows me to produce more and better, but that which allows me to improve myself. Now the events in this year's calendar of events in the Lifelong Learning Week have been published, and the vast number of events - which modern managers would dismiss as a waste of time and money - gain their deeper meaning.

In the multiple functionality of the modern world, I cannot do otherwise than to accept knowledge first as power and second as a value. This compromise is dictated by daily life without any deeper consideration. I therefore support the principle of lifelong learning. Lifelong learning promotes learning as a human way of life. And human living is learning. Its advantage over permanent education is that education and learning are globalising. Permanent education opened the door to the human tendency to be able to gain new formal knowledge at any stage, and also to follow current knowledge. Permanence thus enabled the expansion of education at a time when the principle was more or less understood primarily as a requirement to open up formal educational institutions to people at all stages of life. The point of the lifelong nature of learning is the globalisation of education in the institutional sense. While the strategy of permanent education is concerned with temporal scope yet remains restricted to formal education and formal educational institutions, the strategy of lifelong learning also has a spatial dimension. Lifelong learning thus to me means rather **everywhere** in life than just **all through** life. Everywhere in life means particularly that attempts are made to increase the importance of educational activities in institutions which by their nature are not educational organisations. Lifelong learning means a strategy which promotes the organisation of learning by anyone, individuals as well as institutions. Its essence is then the expansion of educational activities or knowledge extension activities in institutions where education is not the primary activity. Under these conditions education is no longer something taking place periodically more or less regularly using more or less public programmes, periodic seminars, courses, lectures and the like. In the concept of lifelong learning, education and learning become part of daily life and work, they are methods for current exchange of experience between colleagues, discussions to resolve a particular problem in a working group, talks on improving the quality of a particular service. All of this is the realisation of the principle of lifelong learning, particularly if all of this becomes a planned, managed activity.

And so the calendar of events for this year's LLW has also been compiled. More than half of the event providers were not educational organisations. The second

question is how each programme item in the calendar, be it richer or poorer, attempts to express its vision of the importance of lifelong learning and to prove the conviction that life without learning is a situation in which a person loses their basic ties to culture, other people and their own essence, their development. Here it is of no consequence whether the knowledge acquired has any formal value whatsoever, whether it provides the individual with formal power expressed by such or some other level of education, with such or different professional or academic title.

In this area, practice has far outstripped theory. A very diverse range of events takes place within the organisation of lifelong learning, the "learning" effect and purposes of which are very different. And so the question arises as to whether some form of criteria is required to realise this principle nevertheless, and if so what form do such criteria take? This is a challenge which educational science must take up and gradually illuminate theoretically the principle itself, and must implement criteria for its quality realisation. It is likely insufficient to say that the principle is being realised well strategically if it is based on spontaneity. Human life in itself is learning. If we accept this, then lifelong learning would be realised whether we do anything to achieve it or not. If this was the case, it wouldn't matter what we do, as in the realisation that water flows downhill. When I say that criteria are necessary, I do not mean that restrictive conditions have to be set to realise lifelong learning, but the question remains of how to ensure in the future that lifelong learning in Slovenia is realised not just for one week of the year, the Lifelong Learning Week.

It is beyond dispute that the criteria should not lead to the closure of learning. Lifelong learning must retain its openness, which is characteristic of the current movement, so that there are no formal barriers for anyone on the path to knowledge. Lifelong learning cannot stand formal barriers, such as entrance requirements, baccalaureate, tuition fees, final examinations, selection, assessment. Within this complete openness lies the sense of globalisation of education, which attempts to replace the historical monopoly of schools. In a way, which at present is perhaps merely symbolic, this provides people and humanity with the idea of exercising their rights to learning in the most integrated manner.
It must however follow certain goals and perhaps certain standards, so that the self-evident fact that we in one way or another learn all the time at every moment does not get lost in daily life. The fifth anniversary of LLW would perhaps be an appropriate time to start preparing the sixth anniversary on the level of theoretical illumination.

Please allow me to wish all participants of the week success in the implementation of their planned events, and to wish those visiting your events new understanding and spiritual enrichment.

Chapter 3: Report on the implementation of the project Lifelong Learning Week 2000

Introduction

The fifth jubilee Lifelong Learning Week (October 16th-22nd) is behind us, and judging by the responses, has become popular with both organisers of and visitors to events, thereby achieving the purpose which the LLW developers had in mind. It has become a traditional event across Slovenia which has already transcended the framework initially established: in terms of scheduling, it is increasingly adapting to the needs of people in the local environment, although the bulk of events still take place in the third week of October; geographically, it has expanded not just across the border, but it has acquired a marked international dimension, particularly this year with the inclusion in the International Adult Learners' Week in through participation in the EBIS programme (Adult Education in Southeast Europe).

The main purpose of the Week is of course the promotion of lifelong learning, but within this is a range of goals which the project would like to achieve. These include of course overcoming the perception that education takes place in school, and should be of high quality and long (at all levels), "more valuable", and that in and of itself it opens up all paths in life. Today we know that education in youth is very important because we thus obtain knowledge and skills for a self-confident entry into life; it provides us with the intellectual tools with which we can exploit all our abilities and all the opportunities provided by our environment, to adapt to the labour market, for further learning and for continuous spiritual growth.

The principle of lifelong learning attempts to raise awareness among the greatest possible number of people that education in school is only a major preparation for a process which takes place throughout life and which actually starts with birth. But there is more to it than that! It is important that we learn from one another, teachers from pupils, parents from children, and everyone from the experience of the elderly and from domestic and global treasures of culture and tradition, including those which have been forgotten but which we revive to enrich life.

And so in no way is it a coincidence that, within the LLW, special attention is paid to diversity of educational content, form and sources of learning. The economic strength of the country is not based solely on the exploitation of the intellectual abilities of its citizens. For people to be truly effective, they must be personally fulfilled, and so we must enable them to develop and establish - if not all then at

least the most important - their abilities and talents. Many people only discover this later, in practice or even by accident, when they have long since left school. Learning is thus no longer simply an economic category or personal good, but is now a value in itself.

The significance of LLW is also shown in the fact that, for many people, the Week is the only or a rare opportunity to present their knowledge, skills and educational activities in their environment, thus moving from anonymity to the centre of attention of potential users of the knowledge they provide and (with the help of the media) of the expert and general public. Their examples encourage many people to participate in learning, and their self-assertion becomes a new motivation for their own further learning.

The figures on the growth of our promotional project are encouraging. In the first Lifelong Learning Week in 1996, 58 providers organised around 500 event; in 1997, 137 providers from all over Slovenia organised nearly 1000 events; a year later, 267 providers prepared 1,500 events; in 1999 374 providers were involved in the LLW with 1,900 events. Last year more than 500 participants invested their skills and enthusiasm in LLW 2000, presenting around 1,900 different opportunities for learning or education; lifelong learning was presented in very different ways; in many places learning and professional achievements were celebrated, and the fruits of the creativity of people of all generations were presented.

Preparatory activities

The Plan for the Lifelong Learning Week 2000 adopted at the session of the National LLW Committee on 28 March 2000 and the resolution of the Government adopted on 11 May 2000 established the basis for the implementation of the jubilee fifth Week in Slovenia. The form of implementation derives from the strategic LLW plan adopted in June 1998, enhanced with the experience and suggestions of many who have already been involved in Week events; at the same time, an important expansion of the LLW is underway because of the first International Adult Learners' Week under the aegis of the UN.

The National LLW Committee sent a request to the Government of RS, asking it once again to accept sponsorship of the project, and received a positive response.

Through TVU-Novičke, a whole network of previous participants and potential providers of promotional programmes (2,700 addresses) were encouraged to participate in LLW 2000, and all Slovenian mayors were informed and invited to participate (in line with the national committee resolution). We made particular efforts (through direct encouragement of possible providers) to foster interest in LLW in Posavje and Zasavje, which in previous years have had the lowest number

of participants. The LLW Plan paid particular attention to gaining sponsors and animating ministries, particularly the Ministry of Environment and Spatial Planning and the Ministry of Small Business and Tourism, which should take on the coordination of events in the areas within their competence.

Publication of the tender and selection of the SIAE award winners for 2000 for outstanding achievements in adult learning in Slovenia

The tender for SIAE 2000 awards was published in TVU-Novičke 1/2000, in the May News, on the LLW web site, in the May issue of Šolski Razgledi and in the Delo and Večer newspapers. An announcement of the tender could also be found on the Teletext pages of TV Slovenia.

One innovation in the public awareness campaign was the special letter sent to 1,060 adult education providers, SIAE staff and LLW Novičke recipients all over Slovenia. The efforts (directly and by telephone) also involved the staff of the SIAE. Given that we found that proposers had no major problems with the preparation of proposals, we can conclude that the tender material was well prepared and that the animation efforts were also appropriate.

Call for nominations for the best photograph on the theme "Lifelong learning - let it be a joy"

Our positive experience of the competition of two years ago for the best drawing on the theme of learning encouraged us to organise a competition, this time a photographic one, in cooperation with the Photography Union of Slovenia, the University of the Third Age and the Education Institute of RS. The course gained media support in the form of announcements in a supplement to the Naša Žena magazine, in TVU Novičke and on the web sites of LLW and the Photography Union of Slovenia.

Preparation and distribution of promotional material for LLW 2000

Promotional material was prepared in line with the LLW 2000 plan and consisted of **two posters, a calendar of LLW events** with a list of all participants, **the LLW 2000 logo** in a variety of formats suitable for computer processing, **a leaflet with tickets** to LLW events, **paper dice, note paper**, **awards** and **promotional tassels** with the LLW symbol; in past years this has proven to be a friendly form of promotion for LLW participants of all ages.

The Lifelong Learning Week has a home **on the SIAE web site**, at www.acs.si/llw. These pages were updated in the preparatory period, while preparations began under the leadership of Zvonka Pangerc Pahernik to establish an **Internet calendar** of LLW events, allowing people to browse the calendar during the Week.

Preparations for the opening ceremony

Nataša Elvira Jelenc reports that the preparations for the main ceremony of the Lifelong Learning Week began back in June with the adoption of a plan and the formation of a working group. The most demanding tasks were carried out in the summer, immediately after the announcement of this year's lifelong learning award winners, since all 14 winners had to be visited, interviewed and recorded in an authentic environment, from which were prepared video portraits and written presentations of their achievements. It is worth mentioning that for quality presentations we must prepare considerably more material than was finally included in the three-minute audio-visual recording. Field work was followed by editing in the studio, recording of the voice part of the presentation and the musical accompaniment to the recordings.

The final part of preparations was given over to the conception of the scenario of the event, finding a venue and technical equipment for showing the recording, the involvement of translators (due to the considerable international participation in the main events of LLW), and posting invitations and free tickets, since more people wanted to attend than there was room for in the offices of Hermes Softlab.

Preparations for the 4th Adult Education Colloquium

The theme of the colloquium was linked to the international study on adult literacy in modern society, and so the title chosen was "Literacy, Participation and the Knowledge Society". Given the likely response to the theme, we opted for an event with international participation, and so in the preparatory period we invited all known experts and institutions (from the relevant area) around the world to participate, and we also sent invitations to all the recipients of the English edition of TVU-Novičke.

Willingness to participate was unexpectedly great, and so the colloquium developed into a real international conference; in any event we spent all summer contacting experts around the world. By the start of September we had also gathered the written contributions of participants, which before the colloquium we published at the SIAE as a collection of papers and brief discussions.

Review of the implementation of the main activities of LLW and events during the Lifelong Learning Week (16 to 22 October 2000)

Promotional activities

Through TVU-Novičke 1/2000 (publication of the LLW 2000 plan and call for registration of activities in LLW 2000) and 2/2000 (four-year report on the mission, promotion and development of the LLW project), and monthly issues of Novičke (with an average print run of 2,700 copies), we informed everyone who had previously been linked to Week events in Slovenia, while for colleagues in other countries we prepared the bilingual edition of TVU-Novičke 3/2000 with presentations of award winners (print run 4,000 copies). TVU-Novičke was published in printed form, but was also available on the LLW web site.

Promotion of LLW on the national level

The most important innovation in the promotion of the LLW on the national level was the attempt to **persuade the Government to participate in LLW**. In particular, we wanted to persuade ministries to finance LLW events, and also to participate in a concrete fashion in the Week by animating its network of organisations. The Ministry of Labour, Family and Social Affairs responded by sending non-governmental organisations a letter signed by the minister including LLW promotional material. Cooperation was also strengthened with the Tourism Union of Slovenia, which also encouraged its network of societies to participate by sending letters and promotional material. Financial contributions were provided by the Ministry of Culture and the Ministry of Economic Affairs. Other ministries responded by stating that all the funds allocated for education had been used and that we should bid in the tender process next year. At the SIAE we therefore decided that this year we will attempt to influence the ministries in formulating the tenders to include LLW items, while another task for the future is to inform the LLW providers of tenders. This point was first raised at the meeting in September, and information is one part of the programme at the pre-New Year meeting of friends of LLW. We gained valuable experience of how to deal with similar projects. We will continue to attempt to persuade the Government this year too.

Media promotion of LLW on the national level went according to plan. LLW was reported in all the main daily newspapers, but (with the exception of Večer) with sparse information. In Primorski Dnevnik, the Ministry of Science and Technology gave over its paid space on the themed page. Week events were reported by Radio Slovenia (in various programmes), Val 202 and Radio Ognjišče. Reports were also carried in numerous regional and local newspapers and radio stations; SIAE experts took were involved in some of the items. The response from magazines (Naša Žena, Albert, Revija o knjigi, Moj Hobi, Didakta, Ampak, Ljubljana, Lipov List, Oko ...) was markedly greater than the year before.

It appears that television stations still do not find the event worth reporting or presenting (the Week was presented only on TV Slovenia on the Modro programme, and again live during the LLW in the programme Around Slovenia; POP TV also produced a brief report). We will therefore consider how to formulate the event so that it is of interest to television companies.

One conclusion from LLW 2000 is that (overall) the event has been taken on board by the media: for the first time, journalists and editors requested material and information in advance, and at the same time they wrote with greater involvement (and more knowledge) than the year before.

Distribution of promotional materials: In distributing materials we worked with providers in the field, with Hermes Softlab, Interspar, general educational libraries and Macdonald's Slovenia. The involvement of Macdonald's Slovenia, which distributed 3000 "LLW tickets" to its customers together with their receipt and hung posters in the restaurants on Čopova Street and at the railway station, was a new feature.

Promotion of outstanding achievements in the field of lifelong learning
One important area of promotion of lifelong learning covers presentations of SIAE award winners, since the best motivation for learning or for the implementation of the project is an example - that is a successful individual/group/institution/local community (and this all the more, the more obstacles had to be overcome on the way to the goal!). In addition, the awards represent positive motivation, which is much stronger than negative motivation, based on fear or dissatisfaction (threat of lost employment, uninteresting work, unused talent ...).

Promotion of award winners was ensured on several levels:

Within the SIAE: through the publication of a special issue of TVU-Novičke (TVU-Novičke 3/2000 was bilingual, while to mark the fifth anniversary of the "Week" we presented all 49 award winners for outstanding achievements in the area of lifelong learning); through publication of video portraits of all award winners (fourteen this year); through an awards ceremony, presentation of the video portraits and presentation of award winners on the SIAE web site.

On the national level: Agreement was reached with the editorial staff of some magazines and other periodicals on sustained cooperation: a full presentation of all award winners was published for the third year in succession in a special supplement of Naša Žena; all award winners were briefly presented in the paid pages of Šolski Razgledi; award winners of interest in terms of tourism in Lipov List; award winners and LLW providers in three issues of the Ampak monthly; award winners from Ljubljana were presented in the bulletin of Ljubljana city council. Continued cooperation has been agreed with the editors of all of these periodicals.

Regional and local level: These were the most numerous presentations, and thus the most important for mobilising public opinion and raising awareness of the importance of lifelong learning.

4th International Adult Education Colloquium - on the theme Literacy, participation and the knowledge society

The purpose of the international Adult Education Colloquium *Literacy, participation and the knowledge society* was to shed light on the situation in Slovenia in the area of levels of education, literacy and participation of the adult population in various forms of education, and to compare this with the circumstances in developed European and certain central European countries, and thus to reach findings which would help remove the development deficit in Slovenia in this area.

The results of the research conducted as part of the preparation of the Expert Foundations for the National Adult Education Master Plan show that Slovenia is about ten years behind the developed countries in terms of the level of education of the population. The quality and functionality of the knowledge of the population can also be measured by the literacy rate. Research into the literacy of the adult population was conducted in 20 countries, including Slovenia, in 1998. We rated exceptionally poorly in terms of literacy achievements: all four indicators rank us among the four worst countries, together with Poland, Hungary and Chile, a result we did not expect. Precisely because of these unfavourable findings, the latest colloquium was dedicated to considering how various professions and disciplines view this problem; we also wanted to show the path, possibilities and responsibilities for raising the level of (functional) literacy of the adult population. The colloquium did not seek a single truth or final answers: through discussion, we wanted to open up issues and deal with various viewpoints in order to gain some new perspectives.

For the same reason we also ensured that the majority of papers were published in advance, in the **collection *Literacy, participation and the knowledge society***; papers which were not submitted in time will be published in the expert journal *Andragoška Spoznanja*.

The colloquium was attended by 70 recognised Slovenian and foreign experts from six countries - Bulgaria, United Kingdom, Hungary, Sweden, USA and Slovenia.

We felt a lack of participation from industry, since we were interested in how the problem is dealt with in Slovenian companies.

Papers were divided into plenary papers and shorter discussions. Those taking part were: **Ester Možina MA** (SIAE); **Dr Vida Mohorčič Špolar**, director of the SIAE; **Dr Albert Tuijnman**, from Sweden, director of the international institute

for education at the University of Stockholm, a leading participant in the international research on adult literacy and the editor of the Encyclopaedia of Adult Education; **Alan Tuckett**, director of the National Institute for Adult Education in the UK, spoke about the 25-year literacy campaign in the UK; **Ilona Banfi** and **Emese Felvegi** came from the Hungarian National Institute of Education. The plenary session was then continued by domestic experts, **Dr Darja Piciga** of the Education Institute and **Dr Ana Krajnc** from the Faculty of Arts. Presentation of plenary papers was completed by **Dr Lojze Sočan** of the Faculty of Social Sciences, whose paper considered adult literacy from the viewpoint of the new economy.

On the second day of the colloquium, discussion papers were scheduled from 27 domestic and foreign experts from various fields. A new feature of last year's colloquium was the **workshop** led by Englishwoman **Tara McArthur**, *Teachers in literacy programmes in poorer districts of London*. 27 PLY and teachers in literacy programs, and some domestic and foreign experts in this field, took part in the workshop.

SIAE awards 2000

Melanija Končina reported that 55 nominations for awards were received; 54 were valid, while 1 nomination arrived after the deadline. 13 of these were nominations for individuals for outstanding achievements in their own learning; 10 nominations were received for the second award (for groups); and 31 nominations were received for the third award (for outstanding achievements in enriching the knowledge of others). Seven nominations had to be supplemented by the proposers.

In order to make the word of the SIAE award committee easier, substantial summaries of the documentation supplied were prepared. In preparing the summaries, we applied the criteria set out in the Rules on SIAE Awards. The original material containing the nominations is available at the SIAE, where we store all documentation.

On 21 June 2000, the **SIAE awards committee** (Dr Vida Mohorčič Špolar, Jože Miklavc MA, Lilijana Grof, Metka Svetina, Ester Možina MA, Tanja Vilič Klenovšek MA took part in the session, while Dr Lojze Sočan, Stane Vlaj MA and Dr Alenka Šelih were absent) decided to present 14 awards in the three categories (a maximum of 5 awards can be given in each of the three categories):

Awards to individuals for outstanding success and for enriching their own knowledge were presented to: Marino Kačič, Ljubljana; Borut Holy, Ljubljana; Nevenka Jelen, Šempeter; Jana Košir, Ljubljana; Alma Plivac, Jesenice. Groups for outstanding success and enriching their own knowledge: Predmeja, the interest group of rural women; the Trutamora Slovenica ensemble, Ljubljana; the "Let's

make our town more beautiful" study circle, Knežak; the folk singers from Zabovci - a section of the Folklore Society AJŠ Markovci, Markovci. Awards to individuals, groups, societies, institutions, companies or local communities for outstanding professional or promotional achievements in enriching the knowledge of others: Štefan Huzjan, Grosuplje; Milica Prešeren, Ljubljana; Novo Mesto Development-Education Centre (RIC), Novo Mesto; Damijan Kljajič, Velenje; Kostel Tourism-Sports Society, Vas.

From 22 to 29 June 2000 we sent notification of the committee's decision to all award winners and their proposers, while other proposers received polite letters thanking them for participating and inviting them to take part in the next call for nominations.

The tasks performed by the awards group included: preparation of documents on the awards and gifts for winners; production of a stamp; cooperation in preparations for and implementation of the awards presentation; preparation of a plan for presenting awards in the area of lifelong learning in the future (one proposal for example is a scheme for a new category of awards for the best undergraduate dissertation, and post-graduate and doctoral thesis in the area of adult education and lifelong learning).

Opening ceremony of LLW 2000 with awards ceremony

The central event, lasting almost two hours, was staged in the offices of Hermes Softlab on Monday 16 October 2000 starting at 11 a.m. Attendance was exceptional, with more than two hundred guests from Slovenia and abroad. The ceremony was opened by SIAE directress Dr Vida Mohorčič Špolar, while the introductory speeches were given by Dr Matjaž Kmecl, Dr Zdenko Medveš and Dr France Arhar.

The cultural programme was provided by the "Zvok" quartet of singers and the two music groups which received awards, Trutamora Slovenica and the folk singers from Zabovci, who gladly accepted our invitation to share their wonderful knowledge with us.

As in previous years, we showed video portraits of the award winners.

LLW-EBIS meeting

The Slovenian Institute for Adult Education, given its experience over several years of staging the Lifelong Learning Week, has become well established in international professional circles, where our achievements have been noted and where we have begun to be treated as an equal partner in international projects.

The Institute for International cooperation of the German Adult Education Association (IIZ/DVV) invited us to participate with the LLW project in the international project EBIS (Adult Education in Southeast Europe), bringing together countries which have joined the Stability Pact for Southeast Europe. We prepared a special programme LLW EBIS for partner countries in the project.

30 participants (from Albania, Bosnia and Herzegovina, Yugoslavia, Kosovo, Macedonia, Romania, Croatia and Estonia) accepted our invitation to view LLW 2000 "live" and thus acquire the most essential knowledge required for organising similar events in their own environment. An Adult Learners' Week has been organised three times in Estonia, while Tuzla in Bosnia and Herzegovina has organised a festival of learning once; the majority of other participants still have no such experience.

The LLW-EBIS group joined Slovenian and foreign guests at the LLW 2000 opening ceremony and the SIAE awards ceremony for outstanding achievements in adult education; it visited local events (Kočevje FU, RIC Novo Mesto and the Trate Folklore Group); the first workshop was given over to experience of events in other countries as well as Slovenia, while participants in the second workshop prepared a concept for an event in their own country.

LLW 2000 events on the local level

As in previous years, events were coordinated by the Slovenian institute for Adult Education. The highly diverse range of events is best seen from the Calendar of Events, which provided valuable testimony on the rich imagination and dedication of providers in the most diverse environments all over Slovenia and across the borders. This pan-Slovenian event brought together the creativity of over 500 programme providers; 1,900 different learning and educational opportunities were presented in formal and informal settings, the strategy of lifelong learning was promoted, outstanding achievements in the area of adult education and lifelong learning were presented, while in many places the Week was marked by cultural events, book presentations and similar ceremonies.

A comprehensive presentation of events held around Slovenia as part of the LLW is contained in Chapter 4, in the Analysis of the Lifelong Learning Week.

Closing activities

The closing activities of the Week were intended for **analysis of events**, its promotion and presentation of SIAE award winners.

LLW 2000 exceeded all expectations in terms of geographic dispersal on the local, national and international levels, opening up a series of tasks which await us in the future.

The closing period also included the by-now traditional **pre-New Year meeting** of providers or (as we prefer to call them) friends of LLW. At the meeting we presented the report on the whole LLW project from the organisers viewpoint together with an analysis of the implementation and presentation of the model for LLW 2001.

The meeting was also intended for exchanges of experience in organising LLW on the local and regional levels and for providing instructions for receiving tenders through which the state provides funding for the implementation of projects in the area of lifelong learning or adult education.

Outside help in the implementation of LLW

Support from ministries and other government structures
Members of the SIAE group for implementation of the Week are unanimous in their belief that the decision to include government structures in the LLW project was right, since we have succeeded in drawing in the Ministries of Economic Affairs, Culture, and Science and Technology. Unfortunately, no ministry used its information network to further foster support for the Lifelong Learning Week.

Sponsors (venues, hospitality and book prizes to award winners)
To improve the organisation of the Week opening ceremony and to maximise the quality of the 4th International Adult Education Colloquium, we had to find a larger hall with the latest audio-visual, computer and translation equipment.

In addition to the main hall for the central events, we also needed a smaller hall - for press conferences and workshops - and a suitable venue for exhibitions. We were given all of this for two days free of charge at Litijska 51, Ljubljana, in the offices of Hermes Softlab. The company also partly sponsored the hospitality at the Week opening ceremony.

To date, no prize fund has been established for award winners, and so expressions of respect for their achievements is left to our own imagination (in the design of the central events) and to sponsors.

I should also mention that two musical groups - award winners Trutamora Slovenica and the Folk Singers for Zabovci - (*lükarice*) - performed for free, even presenting guests of honour with "lük" (onion) lutes.

Slavica Borka Kucler, SIAE
(in cooperation with the leaders of working groups)

Chapter 4: Analysis of the Lifelong Learning Week 2000

Over the last five years, we have been measuring the success of the Lifelong Learning Week project using certain key indicators, which show that the LLW has become established in Slovenia as a mass event with a noble mission. Thus from year to year increasing numbers of institutions, groups and individuals have presented their activities to an ever great number of visitors of all ages with the intention of establishing and strengthening our shared dedication to the concept of lifelong learning. It is not just the indicators of growth in the number of providers, events, visitors and media support which count; quality indicators for the Week are also important. They provide developers with important information on how in future to promote their services - not just within the context of promotional events, which LLW by its nature is, but also their educational activities as a whole.

Certain aspects of the first model of LLW have over the last five years not just experienced confirmation, but have gone into full swing. Thus the structure of Week providers is extremely diverse, various forms of linkage have spontaneously arisen among them, municipal and regional coordinators have sprung up, and the Week has expanded beyond its original time frame and beyond the borders of Slovenia. In line with certain international strategic documents, such as the Hamburg Declaration on Adult Education and the Action Plan for the Future of Adult Education (Fifth UNESCO International Conference on Adult Education, CONFINTEA V, Hamburg, July 1997) and national-level documents, particularly the Expert Foundations for National Adult Education Master Plan (adopted by the Council for Adult Education, September 1998), the need has arisen to monitor the content of LLW events and to classify them, as well as the need to monitor target groups and other substantive parameters.

As far back as 1997, the second time the Week was held, the scope and complexity of the Lifelong Learning Week project meant that we needed to establish a computer supported information system which would allow monitoring of the project throughout all the phases. This information system was upgraded in 2000, taking account of the upgraded model for LLW and the development of Internet technology. Despite the fact that 2000 was a test period, some parts of this information system were installed in full, while others were developed to a certain level and we will be able to make full use of them in 2001.

The computer supported information system for LLW thus enables:

- recording of providers and events and their need for joint promotional material (on the basis of the form Registration of Activities in LLW 2000);
- processing of data from the registrations for the purposes of the printed calendar of events;

- processing of data from the registrations for the purposes of the Internet calendar of events - a new feature in 2000!
- analysis of the key parameters of LLW for the purposes of media and other promotion and public information;
- recording of feedback information (on the basis of the form Survey on activities conducted in LLW 2000 and Survey on the LLW 2000 project);
- analysis of data on events held, media support for LLW, provider links, attendances at events and opinions of providers and visitors on certain key aspects of the project.

A module for Internet-based submission of registrations was also prepared; this will be tested during the preparations for LLW 2001, and we expect that it will substantially shorten the recording phase for data on providers and events. At the same time it allows for staged supplements to the Internet calendar of events, which will be available to the public right from the start of collection of registrations (May 2001).

The close connection between the LLW information system and the web site (Internet address: www.acs.si/TVU, Slovenian only) must be stressed. This information-communications infrastructure enabled the project to be substantially transparent and allowed us to reach sections of the public which we had failed to persuade to participate in LLW with the classic methods of public information (TVU-Novičke, circulars, tenders and media publications) used to date. We expect that in future years this aspect of LLW will expand and will further contribute to establishing the project among the Slovenian public. We would like to take this opportunity to invite our readers to express their opinions and proposals on this (or any other) aspect of LLW in the LLW chat room (www.acs.si/llw - choose "About LLW", then "LLW-Forum").

Analysis of the two survey forms showed that we received a **66-percent return rate**, while for the needs of the overall analysis of LLW 2000 we had to seek help from the data from the registrations with mention of joint providers and events which were published in the calendar of events. Certain information - particularly the figures concerning the number of visitors to events - were nevertheless incomplete and do not allow a real evaluation. The data and opinions gained from the surveys enable us to form fairly reliable conclusions and initiatives, but we must nevertheless stress that some absolute values shown in this analysis are undervalued. From year to year we realise that more attention needs to be paid to reporting on the realisation of LLW, since we feel that only more complete information on all the events organised could show a real picture on the establishment of the Week in Slovenia. This final step, once our organisational efforts are behind us, should be recognised as an essential feature which could contribute to a qualitative leap for the LLW at all levels - both for the overall coordinator and for individual providers, while **more**

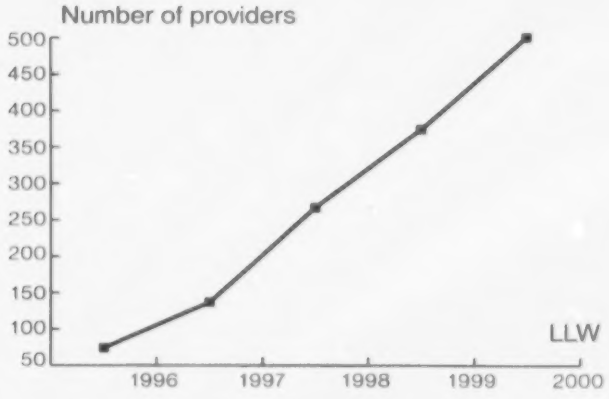
realistic, and in this case certainly **higher** indicators would allow the events to be promoted more successfully.

Some results of the analysis of LLW are supplemented by indicators from previous years to show the trends over the five years we have been organising the Lifelong Learning Week in Slovenia.

LLW 2000 providers

The presentation of LLW 2000 providers uses the data from the registrations of activity, and so it includes all 462 providers, 99.5% from Slovenia, 0.5% from other countries (2 from Croatia and 1 from Switzerland). From the survey forms it is clear that even this number is not complete, and that in fact the total exceeds 500, since in some places providers also mentioned participation by other institutions and individuals, and the list could certainly be extended even further if all providers returned the survey forms.

In five years, the number of LLW participants has grown rapidly. The vast majority of those who have taken part at least once remain faithful to the event, and at the same time the number of friends of LLW is continually rising.



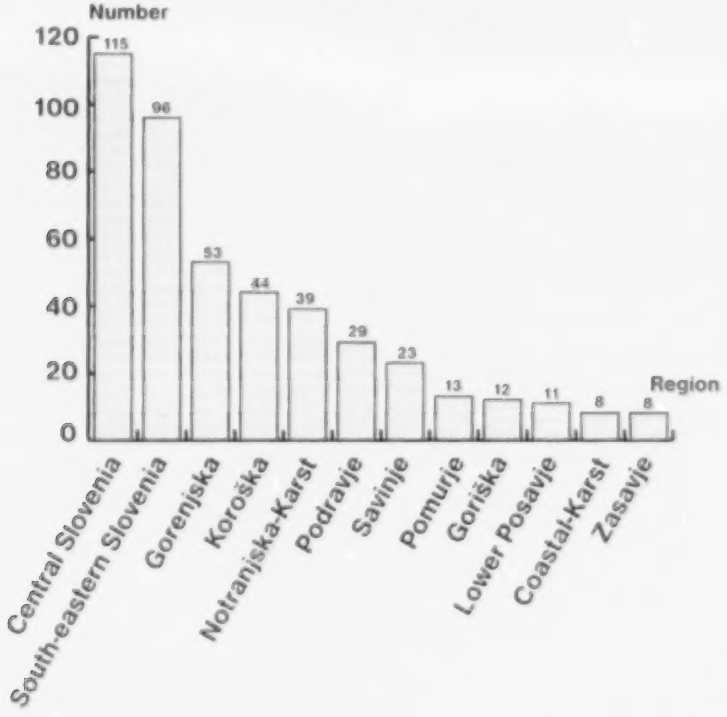
Graph 1: Number of providers in individual years

Certain trends have developed over the last five years concerning the type of organisation participating in LLW, and the annual representation of regions and municipalities, which indicates the regional and content scope of events, is also interesting. As a rule, providers organised events in the localities where they are based, although instances of link-ups and hosting also occurred. This means that from year to year the conditions are becoming increasingly established for the realisation of one of the main goals of the Week, that is encouraging the widest possible public to get involved in learning and education, to recognise and know

their needs and wish to express them, and thus to foster the provision of suitable educational and learning opportunities.

LLW providers by region

Sorting the LLW 2000 providers by the 12 Slovenian regions (we used the titles introduced by the Statistical Office of RS) shows that the greatest number of organisers came from Central Slovenia (115 providers , 25.5%), followed by South-Eastern Slovenia with 21% and Gorenjska with 12% of providers. Next came Koroška with 10%, Notranjska-Karst with 8.5%, Podravje (6%), Savinje (5%), Pomurje and Goriška (3%). The Lower Posavje, Coastal-Karst and Zasavje regions each had 2% of the providers. Compared to previous years, the growth in the number of providers from south-eastern Slovenia is surprising, to a large extent the result of systematic and dedicated work of the coordinator, the Development Education Centre (RIC) Novo Mesto. Also pleasing is the growth in the number of providers in the Zasavje region - in the previous two years there was only one provider, while this year there were eight.



Graph 2: Providers by region

For a number of years, the greatest number of providers from central Slovenia have been from the City of Ljubljana; they are relatively unconnected and

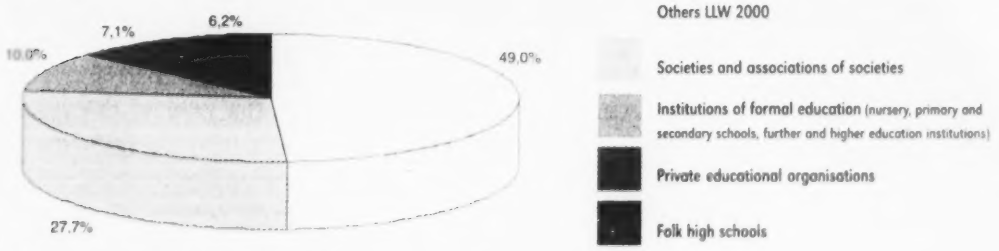
uncoordinated, but their individual interest in cooperation is evidently sufficiently strong, and the response of visitors sufficiently encouraging, for them to persist. Most of them are educational organisations.

Different forces operate in south-eastern Slovenia, in Gorenjska, Koroška, Notranjska-Karst and other well-represented regions, since in these areas, organisations, groups, societies and individuals for whom education is not their primary activity are also involved in LLW. Providers in these regions coordinate their appearances, with the role of coordinator taken on by the municipality or by large educational organisations. In general we can conclude that municipal and regional connections among institutions and individuals are becoming one of the priority strategies for establishing the concept of lifelong learning and for organising the Lifelong Learning Week. Not only does this enable smaller providers who would otherwise not be involved in LLW to participate, but it also ensures the diversity of scope and content of events. Unfortunately, the problem of small providers in areas where no-one has taken on the role of coordinator remains unresolved, and so in future we will pay more attention to finding regional coordinators in these parts of the country.

LLW 2000 providers by type of organisation

A review of the structure of providers for LLW 1996-1999 showed that the range of LLW providers has markedly diversified, and that a wide range of educational, cultural, commercial, administrative and other organisations and individuals and groups see a role for themselves in the LLW.

Data on the types of LLW 2000 providers only serves to reinforce this conclusion, while at the same time once again there is a growing role for interest activities linked to learning carried out in societies and associations of societies. There were 120 of these (27.7% of the total), with private (educational) organisations, which in the early years of LLW predominated, trailing far behind at only 7.1%, followed by folk high schools (6.2%). Other educational institutions (nursery schools, primary and secondary schools, further and higher education) represented 10% of providers.



Graph 3: LLW 2000 providers by type of organisation

The role of so-called "other LLW providers" has grown continually. They are very diverse, and so it is difficult to classify them. Let me mention just a few: universities of the third age, pensioner societies and retirement homes, study circles, learning exchanges, self-study centres, music and dance schools, libraries and museums, bookshops, publishers, cultural organisations and cultural centres, offices and units of the Employment Organisation, social work centres, energy and agricultural advisory offices, regional craft chambers, development centres, safety at work centres. individuals and sole traders, trade unions, associations, funds, forestry institutes, health care organisations, mayors' offices and many others.

Links and cooperation with other providers

We have also mentioned our suspicion that the figure of 462 does not cover all providers, but only those which registered by the deadline or which were covered in the registrations of their coordinators. There were a number of cases of exemplary cooperation between providers in individual areas. The linking and coordinating role was generally taken on by folk high schools (5 acted as coordinators), municipalities (4) and large educational organisations (5). These attracted schools, nursery schools, societies and clubs, folk high schools, social work centres, libraries, other (educational) organisations, individual organisers of certain events or demonstrations, and many others to participate.

We recorded 20 coordinators. Judging by the number of providers and their diversity, the most successful coordinator was RIC Novo Mesto, which coordinated and persuaded to participate 77 providers (they provided 150 events and had nearly 5,000 visitors). Next came VITRA from Cerknica, which coordinated 63 providers, 2 from neighbouring Croatia (together they organised 256 events), the Municipality of Dravograd (28), the Municipality of Škofja Loka (21), the Breznikar Creativity Centre (20), the Municipality of Maribor (15), the LLW organising committee of the Municipality of Jesenice (14), Krško Folk High School (12) and Murska Sobota Folk High School (9). With the exception of the Coastal Karst region, each Slovenian region had at least one coordinator operating.

The above examples of good practice present an excellent example to other LLW providers around Slovenia. Municipal and regional connections among institutions and individuals is increasingly becoming one of the priority strategies for establishing the concept of lifelong learning in general and also for the organisation of the Lifelong Learning Week. In this way, the role of the local community in ensuring the conditions for lifelong learning is also being formed. Not only does this enable smaller providers who would otherwise not be involved in LLW to participate, but it also ensures the diversity of scope and content of events. Nevertheless we cannot conclude this chapter without mentioning the other extreme - providers who participate completely independently in LLW, and with no

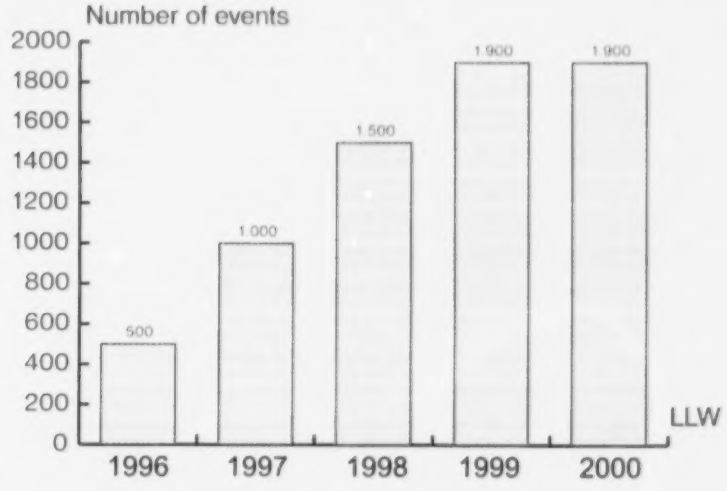
less success reap a rich response from participants. Some providers in their surveys also mention cooperation with their neighbours, the people who live in the community, which clearly shows that the boundary between provider and participant can be eliminated, since they are linked by a shared interest, which is one of the basic guidelines of the LLW.

LLW 2000 events

Over the last four years, the number of LLW events has continually increased. The main reasons for this are: positive experiences encouraged providers to increase the scope of their events; new providers joined the Week, each contributing their share of events; in 1998 the Week expanded from five to seven days.

Based on data from the LLW 2000 registrations and surveys; the total number of events was 1,878, almost as many as the year before. From Monday to Friday there were 200 to 250 events each day, with fewer taking place on Saturday and Sunday. Although the range of events is increasingly diverse, it is possible to conclude that the work days of the Week were dominated by expert events, while the weekend was dominated by ceremonial and social events. 99% of events took place in Slovenia, whereas 17 events (1%) took place in Croatia and Italy.

The graph below shows that the growth in the number of events has stopped. although the number of providers increased by more than 100. From this we can conclude that providers decided to organise fewer events, and that several different providers worked together to organise some more complex events.



Graph 4: Growth in the number of events, 1996-2000

Since 1998, providers have been organising events which for various reasons were organised outside the official LLW schedule while wanting them to come under the umbrella of the Week, and so they also used the joint promotional material for LLW. In subsequent years we particularly encouraged such registrations, so that LLW 2000 records show that 19% (358 out of a total of 1,878) of events took place outside the timeframe of the Week. Providers organised events before and after the Week, and some events which started during the Week continued after the Week was over. This definition of events does not include articles in the media, which are discussed in a special chapter.

LLW 2000 events by type of event

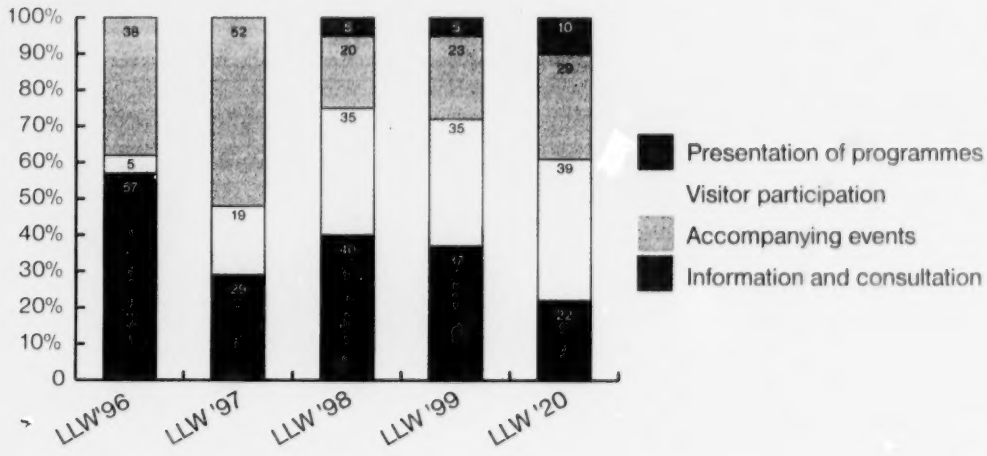
We classified events into four groups, which have become established over the last five years. While previous LLWs have on average been dominated by presentational programmes and activities, the greatest number of events in LLW 2000 were **events which enable active visitor participation**. Visitors took part in learning and creative workshops in: designing ceramic products, painting on glass or silk, bobbin-work, carving, artistic, musical and computer workshops, virtual classrooms, environmental seminars, creative workshops for the elderly and for children, youth workshops, practical tests of knowledge and skills, testing, conversations in foreign languages, linguistic chat room, organised debates, round tables, lectures with discussion on the theme of job-seeking, self-employment, business ..., meetings, shen qi relaxation for a better quality of life, learning different skills, such as cooking pancakes, and the like. Such events accounted for **38.8% (728 events)** of LLW 2000 events; we predicted their gradual domination two years ago, since providers mentioned in their surveys that in future they would mainly organise workshops and similar events, since they attract the greatest number of visitors.

As expected, the proportion of **accompanying events** increased, giving the Week a solemn atmosphere. These include the opening ceremony of the Week at the national and local levels, the opening of learning exchanges, self-study centres, advice centres, new learning facilities, social and cultural events, presentations of books and publications, journals and collections, literary evenings, concerts, meetings with words and music, theatrical and film performances, puppet shows, receptions, presentation of awards, diploma presentation ceremonies, press conferences, club meetings, tasting opportunities, viewing natural and cultural attractions, expert excursions, guided trips, the "happy bus", competitions, sports meetings, displays of camping skills, performances by trained dogs, football competitions, sessions of municipal councils, celebrations of anniversaries, closing events with reviews of the events of LLW and the like. Such events accounted for **28.9% (543 events)** of the total.

Presentations of educational programmes and projects accounted for just **21.8% (409 events)**. These took place on open days or in open weeks, at talks and meetings, group and individual presentations, exhibitions of materials and products and the like. Many providers held their presentations in libraries, bookshops, health centres, shopping centres, display windows, advertising stalls, marketplaces and other places which attract the attention of the public. Contents varied widely: from presentations of formal secondary and tertiary educational programmes to computer programs, methods for learning foreign languages, activities of study circles, learning exchanges, self-study centres, projects to preserve the natural, cultural and technical heritage, methods for promoting personal development, healthy living and the like.

Compared to the previous two years, the proportion of **information-consultation activities** doubled to account for **10.5%** of all events (**198**). This activity was also indirectly present in the previous three groups, and the activities were provided directly through telephone hotlines and the Internet, information days were organised, stalls were set up with information material, and other methods of providing direct information and consultation on the possibilities for lifelong learning were also used. Locals at LLW venues or through various media outlets could enquire about the possibility of participating in further education, which would provide them with a certificate or diploma, thereby improving their employment prospects, or in programmes to learn foreign languages, alternative learning methods and so on.

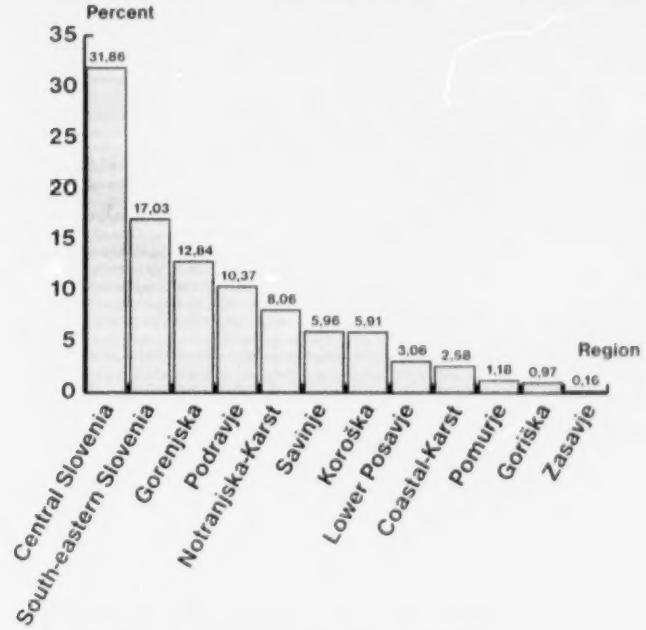
The changing structure of events is evident from the graph below.



Graph 5: Structure of events in percent, 1996-2000

LLW 2000 events by region

The distribution of LLW 2000 events shows that once again the top three places are held by central Slovenia, south-eastern Slovenia and Gorenjska, while the order further down the list is somewhat different from the regional distribution of providers. The reason for this is two-fold: first, some providers organise multiple events, and second some participants join together to organise a single event.



Graph 6: Distribution of LLW 2000 events by region

Region	Rank based on number of events	Rank based on number of providers
Central Slovenia	1	1
South-eastern Slovenia	2	2
Gorenjska	3	3
Podravje	4	6
Notranjska-Karst	5	5
Savinje	6	7
Koroška	7	4
Lower Posavje	8	10
Coastal-Karst	9	11
Pomurje	10	8
Goriška	11	9
Zasavje	12	12

Table 1: Ranking of regions by number of events and number of providers

LLW 2000 events by content

We classified events by thematic areas. The table below shows which contents were most common, but in the future we plan to use a more systematic classification of events.

	Event contents	Number	Percentage
1	personal growth, relaxation, meditation, spiritual growth	272	14.5
2	education, adult education, lifelong learning	260	13.8
3	culture*	516	27.5
4	health**	150	8.0
5	linguistics, foreign languages	122	6.5
6	information and consultation	110	5.9
7	computing, new technology	87	4.6
8	tourism-development themes	75	4.0
9	promotional themes	63	3.4
10	environmental protection, conservation, ecology, energy, natural heritage	51	2.7
11	social events	37	2.0
12	communication, rhetoric	36	1.9
13	business, economy	22	1.2
14	personnel, employment, trade unions	19	1.0
15	care for others, inter-generational and inter-cultural events	17	0.9
16	professional events	12	0.6
17	agriculture	11	0.6
18	others***	19	1.0
	Total	**1,879**	**100.0**

* includes: artistic creativity, theatrical presentations and events, exhibitions, cultural ceremonial events, domestic crafts, literature, cultural and technical heritage, musical and dance events, handicrafts.

** includes: healthy living, health, preventive activities, nutrition, sport.

*** includes: third age of life, regional development, inclusion in Europe, astronomy.

Participants in LLW 2000 events

The figure on the proportion of the population responding to LLW 2000 events is somewhat unreliable. On the basis of the completed surveys we received, we recorded 21,000 visitors, but many respondents did not report the number of visitors to their events, while others only provided a rough estimate, and yet others told us that it was impossible to determine the number of participants. For this reason, we avoided producing a presentation of the total number of LLW 2000 participants and participants by region and by type of event. In any event this question will have to be given more attention in future - both in recording visitors to events and in reporting thereon, since the rate of involvement of Slovenians in LLW (previously it has ranged around 1 percent of the total population) is an important indicator of the success of the overall project.

LLW organisers were also able to estimate the response of visitors to their efforts from the attendance at their events, and they frequently received praise, orally at LLW venues or later, by telephone, in writing or in Internet chat room. Some providers recorded visitor comments in a book of impressions, while the most faithful - including the Maribor Adult Education Institute - Folk High School - surveyed their participants. Their responses were evaluated, and discovered the educational, age and gender structure of their visitors, which will serve as a guide in formulating their educational services - during the LLW and more generally. Many providers report satisfaction, since they were able to present their work to their visitors, and they received a positive response. Their investment will certainly bear fruit, since they have noticed increased demand for their activities.

Thus 46% of respondents wrote that their visitors viewed the concept and implementation of LLW favourably, while the same percentage of respondents received an enthusiastic evaluation. 4% said that the evaluation was moderate, and 2% did not give an evaluation. Respondents treated as expressions of satisfaction the lively and involved debates during and after their events, the curiosity of visitors, who were interested not just in the events during the Week itself, but also in educational opportunities and participation throughout the year, and their willingness to discuss and make constructive comments. In many places visitors were actively involved in workshops and were enthusiastic about the opportunities for learning and creative expression.

Sometimes, visitors who participated in the introductory events in a particular location visited other events during the Week and spread the word to their acquaintances. Some visitors wondered why there was not greater interest when the events are so attractive. Visitor praise and congratulations were given for interesting and diverse programmes, the friendliness and imagination of event organisers, attractive promotional materials, the report and mission of the LLW, the fact that the LLW provides an excellent opportunity to meet

different generations, the displayed products and produce. In many places, the desire was expressed for more frequent meetings throughout the year, which would enable exchanges of information and knowledge, while others wanted particular events to be repeated. Media representatives also praised the events.

The surveys contained only a few criticisms from visitors, including the surprisingly common comment that there are too many events for one day or during the Week. At some LLW venues, the time and location of the events were subject to criticism.

Unfortunately, some events generated virtually no response, or the response was inadequate given the efforts of the organisers. It appears that in certain environments people are still insufficiently informed of the significance and purpose of the Lifelong Learning Week and also of specific events within the LLW. Respondents themselves solved this problem through increased engagement in their environment (municipality or region) and through more effective media and visual promotion.

Media support for LLW 2000

LLW providers ensured suitable media support for their activities, since the data from the survey shows that there were 820 media items during the Week. They can be classified by type of media outlet as follows:

Media type	Number of articles on the local level	Number of SIAE articles
radio	**355**	**12**
TV	**213**	**3**
newspapers	**111**	**18**
magazines, bulletins	**40**	**27**
Internet	**34**	**1**
press agencies	**3**	**0**
Teletext	**2**	**1**
total	**758**	**62**

Table 3: Media items

The following items dominated media coverage: presentations of the Lifelong Learning Week, its significance, concept and basic data on providers and events; publication of events, notification, reports from LLW venues, interviews. There were numerous profiles of individual LLW providers and their activities and presentations of award winners and recipients of certificates. There were also reports on the opening of new educational and consultation centres, and a

considerable number of expert articles on the lifelong nature of learning, the importance of learning, the organisation of education in the economy, defeating unemployment with education etc.

The figures show that contact programmes aimed at informing, advising and guiding the general public are increasingly becoming established. Some providers addressed the public and presented their LLW events over the Internet, and Teletext appearances is an increasingly common form of media promotion. Numerous articles appeared in in-house publications and information bulletins of some providers, particularly VITRinA (Vitra from Cerknica) and NoRICe (RIC Novo Mesto).

Some articles in media outlets remained pure reporting on the LLW, while there were considerable numbers of more substantive articles intended to inform the public of the importance of learning and education and to exchange information and opinions.

We view the media not just as important LLW providers and key factors in realising the principle of "lifelong learning for all", but also as an important source of learning. All of these functions in Slovenia remain underdeveloped and insufficiently well known. We believe however that media participation in the LLW reduces this underdevelopment and increases awareness.

Joint promotional and information material for LLW 2000

Once again, the Slovenian Institute for Adult Education prepared joint information and promotional materials for the LLW. In the surveys, providers acknowledge that the materials are required, since they represent a common denominator and trade mark for events all over Slovenia. Some argue that they would not be able to afford their own promotional materials, and so they particularly welcome this solution and express their gratitude to the people who prepared it.

The joint promotional and information material was prepared in line with the **new corporate image of LLW**. This was produced in the course of the year and was created by one of the three winners from the competition the year before last, David Fartek, initially a 4th year pupil at the Secondary Design School in Ljubljana but now a student at the Academy of Fine Arts in Ljubljana. The role of mentor was played by Damjan Uršič, Lina Design d.o.o.

The new logo and certain other elements of the LLW corporate image were first used in TVU-Novičke, our joint information bulletin, and it was then used on posters and other visual promotional materials - leaflets, calendar of events, cubes, note paper and the LLW web site. As in every previous year, the logo was available to all LLW organisers for preparing their own promotional materials.

The verbal responses of LLW 2000 participants and the opinions of respondents confirm the fact that the new corporate image of LLW has been accepted, with many flattering words: the best so far, unique, excellent, exceptionally well designed and coloured, wonderful, fresh, distinctive, sympathetic and optimistic, much more interesting than previously and more suitable in terms of the message of LLW. The average score given to the new corporate image by respondents is 4.64 (on a scale from 1 to 5)., while some explicit praise was reserved for the designer. The high rating demonstrates that we have accepted the new LLW image as our own, and this year again we will - with minor essential adjustments - determine the visual promotional material for LLW. Opinions were somewhat more divided regarding the usefulness, content and graphics of this material.

The **LLW poster** appeared in two versions: the graphic design of the two is the same, but the intensity of the colours differs, with the lighter poster allowing providers to write information on their own events. 5,000 copies of the more colour-intense poster were printed, along with 3,000 copies of the lighter poster, as required in line with the needs of providers. This is the third year we have published both types of poster, but for the first time the demand for the second type was greater than demand for the first. We can conclude from this that providers wanted as much material as possible which could be adapted to their own needs, while at the same time the joint trade mark of the LLW remains clearly recognisable. According to the respondents, the poster received an average rating of 4.53 (on a scale of 1 to 5).

The **Calendar of LLW events** as every year is the most "contentious" visual promotional material, receiving an average rating of 3.98 (on a scale of 1 to 5). The calendar of events serves two purposes. First, we want to bring together and present in one place all LLW providers and events - within and outside the timeframe of the Week, in Slovenia and across the border, on the national and local levels; we want to establish a special campaign, to draw attention to the telephone hotlines and web sites and, last but not least, to the list of providers with all the information a reader needs to contact a provider. But as the Week expands, so the comprehensive review becomes increasingly extensive, its preparation increasingly demanding, and its production and distribution increasingly difficult. Nevertheless, this is the only document which shows the whole Week, and so it serves well for everyone interested in the Lifelong Learning Week **as a whole**. As documentation and study-analytical material, it is interesting in terms of finance and recognising the substantial areas represented in LLW. It is also useful for **designers** of events, since many openly admit that it has allowed them to make a comparison with other providers and to gain ideas for the next year.

The second purpose of the calendar is the promotion of specific events and campaigns on the national and local levels. It should thus be used by potential **visitors** to events. The calendar should enthuse them, and it should contain enough

information to allow readers to decide to visit an event. The brochure thus covered almost 1,900 events sorted by date, region and municipality and by provider; each entry contained the following information: title of event and possible additional explanation, persons or institutions running, organising or implementing the event, and the time and place of the event. The consequent **excessive size** of the calendar was a major obstacle to achieving this goal, with some respondents claiming that the calendar was unwieldy, although they admit that this year's innovation - a table of contents, has alleviated this problem somewhat.

Some respondents were drawn to suggest on several occasions that it would be better to print regional calendars, and they are concerned by the lesser detail given to the events. The producers of the calendar feel that this would solve one problem but would cause others. In any event, we will have to reconsider the concept and production of the calendar and find (separate?) solutions which will successfully achieve our two purposes and satisfy various target groups.

The second complaint concerning the calendar of events concerns its timely **availability**. In defence of the producers, it must be said that some registrations - including extensive ones - of activities arrived at the SIAE long after the deadline, since providers did not previously have all the information required for publication. Stricter application of the deadline for registration would probably help us to stick to a carefully set timetable, but the increased size of the calendar surprised us during the design and printing phase.

The **distribution** of the calendar of events is also becoming an increasing challenge, since sending large quantities of mail all over Slovenia is expensive and difficult. This year we asked providers to collect the materials in person. Those who managed to do so were pleased with the timely appearance of the calendar, while others collected them too late and were unable to deliver them to their sub-providers in time. Problems with the distribution of the calendar thus simply further encourages us to arrange the matter differently next year.

The **LLW leaflet** was an innovation. It was published in Slovenian and English versions, since some of the national events had an international flavour and we needed suitable general promotional and information material in another language. Providers received the leaflet well, and indeed wanted more of them to distribute to their visitors. Here we should mention that we provided additional copies to all those who contacted us and told us of their need for additional materials. Some respondents nevertheless said that the text was too general and it insufficiently reflected the specific contents of LLW 2000. Respondents gave the leaflet a rating of 4.34.

We updated the **LLW web site** to take account of the new corporate image of LLW. At www.acs.si/tvu, in Slovenian) and www.acs.si/llw (in English) visitors can

review historical and current, general and specific information on the Lifelong Learning Week. The web site was initially upgraded with the Internet calendar (in Slovenian only), which allows simple and advanced searching for events by various criteria. The web site received a rating of 4.45.

The LLW was also accompanied by **small-scale promotional material**: paper cubes, note paper and promotional balls. The material was produced in small quantities, and was intended primarily for the promotion of events on the national level. Providers received only a few examples, and so in the survey they expressed a desire to receive greater quantities of such materials, since they had a pleasant appearance and were very attractive for visitors.

Promotional material of providers

Almost every completed survey we received included colourful attachments. These were examples of promotional materials prepared by the providers themselves - either individually or in cooperation with other providers in their environment.

Providers demonstrated great imagination, since many prepared: their own posters and flyers, brochures, prospectuses, leaflets, attractive invitations to participate and invitations to attend events, calendars and programmes of events, writing paper, postcards, folders, business cards, catalogues of educational programmes, exhibition catalogues, concert sheets, display panels, wall newspapers, special editions of information and presentational gazettes and bulletins, media releases and notices to households, questionnaires for participants, awards, professional materials, audio and video cassettes, cups and balloons. Many of them used the LLW 2000 logo, which they received on diskette or by electronic mail in various formats suitable for further graphic processing. Many used the joint LLW poster as a base, with additional printing or painting or some other form of presenting their own content. Some respondents also decorated their premises, display windows and the like. Much more than last year, providers used web sites and other electronic forms of communication (electronic mail, electronic forums, PowerPoint presentations) to promote their events. In this way they could update and supplement their information continually, and to reach a greater part of the public than using classical approaches. These forms of LLW promotion will in the future undoubtedly become more established.

Providers' own promotional material generally reflects the specific features of the individual providers and their activities, creating the impression among visitors that something accessible, interesting and useful is happening "here" and "now". Providers have already recognised the preparation of their own promotional materials as an important investment which ensures higher attendances at their events, while only a few said in their survey answers that they didn't have sufficient funds.

The promotional materials prepared by providers and attached to their completed surveys were put on display at the new year meeting of LLW providers.

Local authority support in the implementation of LLW

The majority of providers who contacted their local government received moral support, and more than last year financial support was also mentioned. Municipalities financially supported certain activities, particularly the publication of local promotional materials and presentations of activities in stalls; they paid the cost of renting venues, advertising and publication in local media; they co-funded receptions, press conferences, guests, flower arrangements; or they gave grants which providers could then use the funds in line with their LLW plans. The City of Maribor organised a press conference a few days before the LLW, thus ensuring considerably greater media support for this year's events, and the calendar of events in the Maribor municipality was published on the municipal web sites. Some other municipalities (for example Beltinci, Tišina, Jesenice, Škofja Loka) were actively involved in promotion and public information. The other most common forms of assistance provided by municipalities were:

- encouraging, informing and coordinating providers and events - this was mainly reported in the municipalities of Dravograd, Jesenice, Maribor and Škofja Loka;
- municipal representatives attended events and gave welcoming addresses at opening or closing ceremonies, the organisation of press conferences - in addition to the aforementioned, this was also reported by providers in Beltinci, Hrastnik, Kranjska Gora, Novo Mesto, Slovenj Gradec, Prevalje, Ravne na Koroškem, Tabor, Tolmin, Trbovlje, Zagorje, Žalec;
- financial assistance - in addition to some of the above municipalities, this was mentioned by providers in Bled, Bohinj, Dravograd, Hrastnik, Ilirska Bistrica, Krško, Lovrenc na Pohorju, Ormož, Pivka, Postojna, Prevalje, Radeče, Radovljica, Ruše, Selnica ob Dravi, Tabor, Tolmin, Trbovlje, Zagorje, Žalec.

Some providers did not even ask their municipality for support, while others reported that their municipality ignored them (Ptuj, Tržič).

All of this shows that quality cooperation has in many places already been established between LLW providers and municipalities, and no doubt in the future we will be able to hope for even more municipalities and even more substantive fields of cooperation.

State support in the implementation of LLW

The state has given moral support to the LLW project since 1997, ascribing it national importance. The Ministry of Labour, Family and Social Affairs financed

part of the work of the SIAE, while the Ministry of Education and Sport, within the tender process for promotional activities, financed the implementation of the plans of some LLW 2000 providers. Smaller amounts were also contributed by the Ministry of Economic Affairs, the Ministry of Science and Technology and the Ministry of Culture.

Respondents were united concerning state support for the LLW: they mainly want financial incentives. Some support grant-based allocation of funding, while others support the preparation of suitable criteria and the allocation of funding with regard to the quality of the programme of the individual provider. The second most commonly proposed area of state operation is in ensuring media attention in the form of a public call in the media, public statements by important state representatives and other forms of media promotion of the Week on the national level. Providers are grateful for the state's moral support, and expect it to continue in the future; however, they would like the state to influence local authorities and to persuade them of the importance of the LLW project and of the establishment of the strategy of lifelong learning in our society. Likewise, they also want the state to express a more open interest in the LLW and to become more actively involved in events.

Some respondents stated that they cannot conceive of a state role in the implementation of the Week.

Opinions on cooperation in LLW 2001

We will celebrate the Lifelong Learning Week **2001** from **15 to 21 October**, and judging by our five years experience to date, we expect further growth in the qualitative and quantitative indicators of success of the LLW. The finding that a large percentage of providers who have previously participated remain loyal devotees of the Week is confirmed. Thus the vast majority of respondents (95%) answered yes to the question of whether they will take part in LLW 2001. Some responded to the question of whether they will change their approach by saying that they weren't even considering it, while others formulate their concept for the next LLW in the process of evaluating this year's experience.
Providers who received a substantial and affirmative response decided to **increase the extent** of their activities next year. They mention that they would like to attract the widest possible public and to diversify their target groups, so that their range of events will be of interest to representatives of all generations and walks of life. They are considering "extending" the Week to a few days before and/or after the official LLW timeframe in order to ease timetable difficulties; furthermore, their visitors often expressed the wish that events were not so tightly scheduled.

Quite a number of providers feel that they will not increase the extent of their events, and may even reduce the number of events. They would rather focus on

quality, since they view involvement in LLW as an incentive to improve the quality of their services and to find and present innovations. They agree that the LLW is the right place and time to present and introduce current knowledge, and so they will try to pay attention to the needs in their environment.

Of course, some respondents mentioned that the extent and quality of their participation in LLW will remain the same, but that they will pay more attention to those events which attracted the most visitors. The five-year trend for events shows that these are primarily events which allow the active involvement of participants. Some respondents concluded that the LLW is an important opportunity for exchanges of expert opinion and knowledge, and so this year they will organise more round tables, public debates, conferences and seminars.

Many respondents concluded that in future they will have to invest greater efforts in the **promotion** of their events, and so they will prepare more promotional and information materials. They will push for closer contacts with the media. A fair number of providers this year advertised their LLW events on the Internet, on either their own or a shared site, and those providers who have not used this media are also interested in doing so.

Establishing connections with other providers presents a challenge to many in 2001 - some local environments have already experienced the benefits of joint and coordinated appearances in LLW, and intend to continue in the future. Others see a solution to some of their problems in establishing connections within their town, municipality or even region: inadequate response from the public, the media and sponsors; unsatisfactory range and diversity of their own events; and insufficient experience for this type of promotional activity. Such ties also provide an opportunity for providers to get to know each other. Five years of experience shows that the LLW is increasingly becoming an event for bringing providers together, and is less about promoting individual providers.

We must mention that some providers link their future participation in the LLW to the availability of funds, mentioning the need for financial support from the state and municipalities.

Opinions on the role of the Slovenian Institute for Adult Education (SIAE) as the national LLW coordinator

In their answers to the question about the work of the SIAE in the role of national coordinator, respondents most often said that they were satisfied with our work but, as in all previous years, they felt a lack of:

- financial support or at least assistance in securing sources of funding in local communities, and

- greater support in the media promotion of the LLW and of individual events on the local level.

Some respondents expected the SIAE to foster involvement to a greater extent by local media representatives, and to prepare them to promote LLW events on the local level to a larger extent. We must once again emphasise that the SIAE is responsible for national promotion and promotion of the LLW as a pan-Slovenian event. Providers must themselves ensure media promotion of their events and local-level promotion.

The wish was also expressed on a number of occasions for representatives of the SIAE to increase their visits to local events. Another comment was that there is a lack of SIAE presence at individual LLW venues.

We found that in the early years of the LLW, large numbers of providers wanted increased coordination, initiatives and clear instructions, while now there are fewer such proposals. We estimate that on the one hand this is a consequence of our efforts to encourage, inform and guide participants as globally as possible; on the other hand we find that the more experienced providers have adapted to independence, establishing contact with the media, municipal authorities and other providers in their area themselves. Such providers take on a coordinating role in their environments, they prepare a systematic plan of action, they form their own organising committee and the like. Whenever they need instructions, information or any other form of assistance, they simply turn to us.

In the survey, a number of providers expressed their gratitude for the opportunity to present their activities within the context of an event of national importance. Without the formal and solemn background provided by LLW, and without the initiatives and assistance which they receive from the SIAE, many learning opportunities and many other achievements would go unnoticed.

As far as the **stimulating, informative and coordinating role of the SIAE** is concerned, respondents mentioned the following forms of support which they would like:

- precise and timely definition of the project and of the tasks deriving therefrom, clear notification, instructions and incentives;
- concern for the further development of the LLW project - new ideas to enrich events;
- instructions concerning the thematic nature of the Week, which proved welcome without being compulsory;
- initiatives and proposals for joint action;
- greater coordination at all levels, and more concrete advice, assistance in coordinating larger activities;
- assistance in establishing contacts with adult education providers and

providers of events similar to the LLW in other countries - including on the local level;
- linking and coordinating providers and their substantial guidance;
- greater opportunities for provider meetings before and after the LLW;
- support for local and regional organisers in local communities;
- greater involvement in improving the content quality of local events (advice, comments, selection);
- increased cooperation and activity throughout the year, with education programmes, seminars, talks ... and presentations of SIAE projects;
- more links with faculties and companies.

Concerning the **national promotion of the LLW**, respondents expressed the following wishes:
- more penetrating and powerful media support - not just information, but promoting awareness among the widest possible public;
- more effort for greater awareness on the part of ordinary people;
- continuous and not just sporadic media reporting of LLW;
- quality and timely supply of joint promotional material;
- preparation of bilingual promotional material for the border areas;
- more practical small-scale promotional materials.

Respondents had the following wishes regarding the **(co-)financing of LLW**:
- financial assistance, or at least help in finding it;
- informing municipal and local authorities of the role and importance of LLW, and persuading them to participate in and (co-)finance activities;
- assistance in securing funding on the national and municipal levels, or even the direct provision of funding.

The following initiatives were raised concerning the **implementation of events on the national level:**
- the organisation of activities on the national level before the Week, since during the Week, providers are too busy with the organisation of their own events to attend the national ones; some providers regretted the simultaneity of national events and the implementation or preparation of local events, since they would like to participate at least in the opening ceremony and presentation of SIAE awards for outstanding achievements in adult education, but they are prevented by time from so doing;
- the transfer of events of national significance to individual regions, or at least to a location outside Ljubljana, since this would draw the attention of media and local authorities;
- on the national level, to place greater emphasis on the presentation of LLW activities on the local level;
- the organisation of a round table or conference on the national level.

In addition to the wishes concerning the role of the SIAE in the organisation of the Week, respondents provided other opinions concerning the concept of the Week and proposals for next year. As many as 95% of respondents answered positively to the question regarding the suitability of the current LLW concept, while two respondents did not agree with the concept, and two were insufficiently informed of the concept to be able to answer the question.

The survey did not include questions on the suitability of the timing of LLW. Every year, opinions in this regard diverged, but the prevailing opinion supported organising the LLW in the third week of October. Some respondents proposed a different - most often spring-time - schedule for LLW, claiming that the current schedule coincides with activities at the start of the school year. Another initiative was for the Week to be held in different regions at different times, since at present there are too many events in a single week. The survey also brought proposals to spread the LLW activities throughout the year, and another proposal for the Week to be held twice a year. The coincidence of the LLW and the Science Festival was also raised, together with a suggestion that the two events should be linked.

Some respondents felt that the LLW should be themed, so that for instance this year's LLW could be dedicated to voluntary work. The target groups to be addressed by LLW events should also be defined.

Respondents mentioned the importance of international cooperation, they recognise the importance of our efforts to promote the Slovenian LLW in other countries, and they want within the LLW to operate themselves beyond the borders of Slovenia.

The most experienced providers felt that the tasks of training LLW regional and municipal coordinators by the SIAE and of establishing the operating and funding rules remain substantial challenges.

Compared to last year, we can conclude that we have already implemented at least to a certain extent some initiatives, while others have been carried over to this year since we have been unable to implement them due to financial and staffing restrictions and also because to a large extent we are dependent on others (state, municipalities, media, ...).

We are delighted with the praise and congratulations which we received from respondents; this strengthened our conviction concerning the mission of the Lifelong Learning Week and concerning our role in its realisation. We know that all was not as we would want it in the fifth Week, and so we can agree with the majority of criticisms reported by providers. We were already aware of most of these weaknesses, but we were unfortunately unable to avoid them. We are pleased that our cooperation nevertheless bore considerable fruit, and we hope

that with greater involvement of all participants this will continue in the future. We see the Lifelong Learning Week not just as a festival of learning, but also as a specific lesson for all of us establishing it in Slovenia. Thank you for this shared learning experience, and we look forward to repeating it in 2001.

Zvonka Pangerc Pahernik, MSc, SIAE

Chapter 5: Final assessment

On the basis of the LLW 2000 analyses carried out and our own observations we can state that the 5th Lifelong Learning Week (LLW) was a success. The appraisal of the success of LLW 2000 is particularly based on the following indicators and assessments from surveys:

- Certain aspects of the original LLW have in practice not only been confirmed once more but have even been expanded. The week definitely contributed to the promotion of the concept and strategy of lifelong learning and to putting into practice the idea of learning for everyone at any age and in any lifestyle.
- LLW 2000 had considerable international importance – the Slovenian experience was mentioned in the material and events at the first International Adult Learners' Week. This international symposium on adult education was a significant opportunity for experts to exchange ideas; we gave a presentation on the Slovenian experience to delegates from nine countries as part of the Stability Pact for Southeast Europe.
- There were over 500 LLW providers participating in the initiative for the joint celebration of learning in Slovenia and Slovenian communities, which was 34% more than the previous year's total. There was a wide range of event providers, including 67 municipalities.
- Service providers linked up together – some of the municipalities and the larger education organisations, particularly folk high schools, took on roles leading and coordinating so that every Slovenian region had at least one coordinator.
- According to information gathered from the entry forms and surveys 1,900 different events were organised which gave people in 76 Slovenian municipalities the chance to experience the LLW as well as people across the border in Italy and in Rijeka, Croatia.

- The number of events remained the same as last year's LLW. The reasons for this are quite logical and acceptable: the quality and complexity of events was increased, at many points a wide range of LLW providers came together in one big event to truly represent people from different generations and different parts of society and to act out the slogan "Learning for All".
- The content of the events was formed in response to the needs of their particular audience and again confirmed the growing importance of informal education and the fact that lifelong learning is not and need not be merely the domain of the ministry responsible for education but actually reaches into every area of public life.
- The media cooperated intensively in the LLW with numerous published articles (820 known contributions) at the national and local levels and also looked after the media promotion of the LLW, at the same time confirming the (still too little recognised and under-utilised) role of the media as a source of learning.
- The LLW was very well supported by visual promotion material – the general information, with its new attractive layout, gave the official LLW seal of approval to events across the country and LLW providers also added to the celebratory and informative publicity material with their own imaginative work.
- Visitors to LLW events expressed their satisfaction by actively participating in events and in lively debates, joining in with curiosity, interest and a desire to sign up to educational programmes and free time activities.
- All the service providers saw the LLW as very worthwhile and as an opportunity to promote their activities. They became very involved in the week and invested a great deal of effort and often their own financial resources. Above all there was a real joy amongst the participating service providers and a desire to get to know each other, make contacts and to celebrate learning and creative achievements.

All these points strengthen our belief that the Lifelong Learning Week must continue in the future and further its role in putting the slogan "Slovenia, a learning country" into practice. For this reason we would like to put forward the following proposals to be considered and decided on by the national committee of the LLW and the government of the Republic of Slovenia:

- The project should continue as a wide-ranging annual Slovenian project for the promotion and development of lifelong learning under the sponsorship of the government of the Republic of Slovenia;
- For the successful future running of the project the following measures are required:
  - guaranteeing the permanent support of the Slovenian government for its implementation through appropriate moral, material and organisational support at the local and national levels;
  - making use of the government's ability to encourage local communities and individual government departments to acknowledge their active role in the project;

- developing and strengthening mechanisms which enable the set-up of a network of LLW regional coordinators and organisers and financing them through public tenders which allow them to come not only from the ministry of education but also from other institutions;
- incorporating local factors as much as possible, both administrative bodies and service providers, so that they may see the project as an opportunity to promote and develop learning for everyone in their region and to introduce the lifelong learning concept and strategies. The SIAE will be fully dedicated to the work in this area;
- using the following documents as the basis for the continued implementation of the project: Expert Foundations for a National Adult Education Master Plan, Employment Action Plan 2000/2001, Lifelong Learning Week Strategic Plan and the recommendations of the Hamburg Declaration and the Action Plan for the Future of Adult Education (5th UNESCO International Conference on Adult Education, 1997);
- considering and applying, when planning the 2001 project, all the experiences gained, critical assessments and suggestions from the surveys, reports and recommendations of LLW providers;
- ensuring the continued intensive support of the media (via the SIAE at the national level and the LLW providers, above all though not exclusively, at the local level).
- The SIAE must place the event in its work programme for 2001 and provide adequate material, organisational and staff support in its work and operate in line with knowledge and critical assessments made to date.
- The Slovenian LLW must involve itself in the future in international efforts to organise festivals of learning around the world, while retaining the specific features of the Slovenian model. This model should be used as an example of good practice which can be carried, with appropriate modifications, to other environments, in order to put into practice the recommendations of the Hamburg Declaration and the Action Plan for the Future of Adult Education.
- All parliamentary committees shall be provided with this report.

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